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ABSTRACT

The Utah State Board of Education has adopted a policy of requiring the formal approval of the teacher education programs of the various preparing institutions in Utah at least once in each five year period. Therefore, this manual has been prepared to assist administrators and faculty at teacher education institutions in the process of preparing for the evaluation. The contents of the manual are intended to simplify this procedure. The following broad areas comprise the contents: general procedures, self-study committees, use of forms and related materials, the on-site visit, final report and follow-up activities, and the procedure for conducting coordinated National Council for Accreditation of Teacher Education (NCATE) accreditation/state approval visits. Sample evaluation forms are appended. (Author/GK)

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Manual of Instructions for Evaluation of Teacher Education Programs

UTAH STATE OFFICE OF EDUCATION 1981

MANUAL OF INSTRUCTION FOR

EVALUATION OF TEACHER EDUCATION PROGRAMS

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

Vaughn L. Hall
Deputy Superintendent of Public Instruction

DIVISION OF CURRICULUM AND INSTRUCTION

LeRoy R. Lindeman, Administrator

Vere A. McHenry
Coordinator, Staff Development
Joyce Hansen
Specialist in Program Approval

Salt Lake City, Utah
June 1981

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AND

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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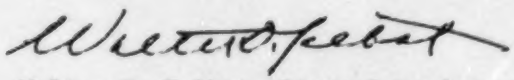
FOREWORD

In keeping with the established standards of the State Board of Education to evaluate all teacher education programs in the state of Utah on a five-year cycle, this manual has been prepared to assist administrators and faculty at teacher education institutions in the process of preparing for the evaluation. It is our intent that the contents will help to simplify this important procedure. It is not the purpose of the State Board of Education to make this a cumbersome, laborious assignment. It is our goal that the evaluation be helpful to the institution in upgrading programs of instruction in teacher education. The teacher education institutions and the State Office of Education have cooperated effectively in the past and it is hoped that the manual will help to improve an already excellent relationship.



Walter D. Talbot, State Superintendent
of Public Instruction

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SECTION I

GENERAL PROCEDURES

The Utah State Board of Education has established a system of evaluation of teacher education programs based on "program approval." This means that all of the programs in an institution which lead to certification must be officially approved by the State Education Agency. State Board policy requires a formal on-site program approval visit to the campus of each teacher education institution at least once every five years. All individuals who have completed approved programs are recommended by the dean of the college or chairperson of the department of educof education, as the case may be, and the certificate is issued by the State Board of Education.

The Staff Development Section of the Division of Curriculum and Instruction does not, therefore, routinely examine the transcripts of each individual recommended for certification but accepts the recommendation of the institution. There is a system of spot-checking transcripts in order to determine whether or not the institution is operating within the approved program.

The approved program allows for flexibility both on the part of the State Board of Education and the teacher education institution; therefore, a certain degree of trust must exist in order for the system to operate. If the institution desires to make changes in a program during the five-year period for which it has been approved, these proposed changes must be submitted to the Staff Development Section which will circulate the proposal to the appropriate SEA subject matter specialists and outside consultants for their recommendations.

The section coordinator may extend interim approval until the next review cycle or special on-site visit.

Use of Established Standards

Because teacher education is a dynamic system, changes are occurring almost continuously. The general procedure used to evaluate teacher education institutions has been established in relationship with the National Association of State Directors of Teacher Education and Certification (NASDTEC). The Utah State Board of Education has adopted the Standards for Approval of Teacher Education developed by NASDTEC. These standards are under continual revision and, therefore, reflect the latest thinking in teacher education. The standards are supplemented in Utah by state guidelines which reflect distinctive Utah needs and requirements.

Planning for the Evaluation

The evaluation generally begins with a meeting between the Coordinator of the Staff Development Section and administrators within the teacher education institution under the direction of the dean of education.

This meeting is held at least six months prior to the formal on-site visit. The chairperson of the on-site visiting team is selected with the concurrence of the teacher education institution being evaluated. The chairperson should be someone not directly affiliated with the institution, but who is a practicing educator. In the first meeting the purpose of the evaluation and the method by which it will be carried out are discussed. Sample copies of standards and program analysis forms are given to the dean and he/she is encouraged to ask any questions which may be appropriate at that time. The dean receives instructions on how to use the program analysis forms with the self-study committees in their evaluation of the program. The dean should assign an appropriate staff member to chair a self-study committee in each area where a certification program is offered. The chairperson will be responsible for calling the committee together and supervising the carrying out of its assigned task. The work of these committees is discussed in detail in Section II of this manual. After the self-study committee has completed its work, the evaluation culminates in a two or three on-site visit by an external team which has as its purpose the validation of the self-study report. The on-site visit is discussed in detail in Section IV of this manual.

Financial Arrangements

Expenses involved in the self-study activities are normally borne by the institution being evaluated. Actual expenses for the on-site visit are assumed by the State Board of Education. These costs include travel and per diem for individuals who come to the campus for the final visit. The institutional contribution also comes from the time spent by staff members in writing and publishing the self-study report, organizing committee meetings and other related activities.

SECTION II

SELF-STUDY COMMITTEES

For each of the specific teacher education programs to be evaluated there will be established, under the leadership of the college or department of education of the teacher education institution, a self-study committee made up of education faculty members, public school practitioners, teacher education students and Utah State Office of Education personnel. Lay citizens may also be included. A typical committee to evaluate the English program, for example, may have 5-10 members. A balance should be achieved on each committee so that input can be useful and facilitative to the institution. It is very important that practitioners such as teachers and principals be given the opportunity to participate in the self-study evaluation. The chairperson, with the cooperation of others, should assume responsibility for completing the "Description of the Program" and a preliminary draft of the "Standards Analysis" prior to the first meeting of the committee. A copy of each of these forms is included in Section III. The time and the place of committee meetings should be carefully planned in order to insure that they are convenient for all participants. The work of the committee may require several meetings.

First Meeting

At the initial meeting of the self-study committee the members should be introduced and the chairperson should orient the committee as to its purpose; that is, to substantiate the information contained in the two forms previously mentioned. The committee should meet long enough and often enough to become thoroughly familiar with the program.

Committee Will Make Recommendations

The committee's final task will be to make recommendations for impprovement of the program. In order for the recommendations to be valid it may be necessary that committee members actually visit classrooms, interview staff and students and engage in other activities which provide them with insight into the teacher education program of the institution. The committee's work is finished when the recommendations have been made and entered on the form provided. It is the responsibility of the committee chairperson to provide the dean of the college or his/her representative with a copy of the self-study report which will then be transmitted to the State Board of Education for validation by the on-site visitation committee. The chairperson should plan to be available during the on-site visit in order to assist in the review of the report.

SECTION III

USE OF FORMS AND RELATED MATERIALS

The dean/chairperson of the college/department of education should become familiar with the Standards for State Approval of Teacher Education. These standards are developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and have been adopted by the Utah State Board of Education as the official standards for evaluation of teacher education programs at Utah preparing institutions. Copies of the Standards will be provided to the dean/chairperson in the initial planning meeting. The institution will be expected to review those programs which apply to their particular role in training certificated personnel on the basis of the Standards.

Enrollment Data (Appendix B)

The "Enrollment Data" form (SBEU 0389) reports the number of students enrolled in the various programs. This form is usually filled out by the dean or a representative, since it requires information which is not generally available to individual staff members.

Brief Description of Program (Appendix C)

Another form of importance is the "Brief Description of Program" (SBEU 0389.1-1). This form is used by the chairman of the self-study committee to provide program information which will be reacted to by the self-study committee. In the left-hand column it asks for a listing of the competencies needed for effective performance in the area of preparation covered by the program being evaluated. The right-hand column calls for a listing of activities and experiences, including courses, which are designed to provide the competencies listed in the left-hand column. This portion of the evaluation, if used as described, can provide program personnel with valuable information as to where the program is meeting, their expectations and where there are gaps or overlaps. This knowledge can be especially useful when revisions in programs--are being considered.

Standards Analysis (Appendix D)

The "Standards Analysis" form (SBEU 0389.1-2) is based on the Standards for State Approval of Teacher Education. The standard is numbered in the left-hand column and the evaluation is entered opposite to it. The form may be used with any program being evaluated since only numbers are used which must be cross-referenced to the appropriate program standards. The evaluation deals specifically with the extent to which specific standards are being met. This form indicates areas of strength in the program for which commendation should be received as well as areas of weakness which need to be strengthened or corrected. It is on this form that the interests of the institution can be expressed for which additional budget, manpower, etc., may be required in order to effect desired changes. The evaluation should have inservice value to the institution and is not intended to be punitive or disciplinary.

Recommendations (Appendix E)

The "Recommendations" form (SBEU 0389.1-3) is used to indicate those parts of the program which should be revised, changed, omitted or otherwise acted upon. Recommendations should be related to deficiencies in meeting specific standards, but may also be of a general nature. It is important that the recommendations be the product of the self-study committee so that all participants have had an opportunity to provide input into this section.

Summary

The foregoing forms used in conjunction with the Standards for State Approval of Teacher Education form the basis for the evaluation. These forms provide all the written information that will be utilized by the on-site visitation team. This material is referred to as the Self-Study Report and a minimum of five copies should be sent to the State Board of Education at least 30 days prior to the on-site visit.

SECTION IV

THE ON-SITE VISIT

The Staff Development Coordinator from the Utah State Office of Education will consult the Dean or Chairperson of Education at the institution to be viewed regarding scheduling a two or three day visit to the campus and the appointment of a chairperson and members of the on-site visitation team. Team members will be selected from qualified individuals in the field of teacher education from other preparing institutions, school districts, and the State Education Agency. A typical visiting team may have from 10-20 members depending on the size of the institution and the number of programs to be evaluated.

Task of Team Members

Each team member will be assigned to validate program reports in his/her area of specialization as a prime responsibility and may also have a supporting assignment in a different program area. For example, a team member qualified in the science area may be assigned to validate all programs relating to science, e.g., physics, chemistry, etc. He/she may be asked to assist in validating programs in mathematics or physical education. Another team member may be assigned to assist in reviewing and validating the science programs. The team chairperson may be assigned a prime or supporting program evaluation responsibility in addition to the team leadership role.

Members of the team should receive copies of the self-study report approximately 30 days before the on-site visit. This should provide sufficient time to enable them to become thoroughly familiar with the material and to be able to launch immediately into their validation activities when they arrive on campus. The main purpose of the on-site visit is to validate the self-study report. Interviews should be held with staff involved in the program under consideration, classes should be visited, and students and cooperating teachers should be contacted. Recent graduates of the program should be interviewed to secure their reaction to the training they received in relation to on-the-job requirements upon entering the teaching profession. Team members should indicate in writing whether or not they agree with the self-study report. Additional comments and recommendations should be submitted in writing to the team chairperson at the end of the second day.

Expenses incurred by the visiting team are paid by the State Board of Education.

Schedule for Two- or Three-Day Visit

(A room which can be used by the visiting team for evaluation activities should be arranged by the dean or a representative.)

The first day's activities may be preceded by an orientation meeting and dinner the previous evening or late afternoon in order to allow more time for evaluation activities the next day. If this is done, the 9:00 first day orientation meeting scheduled below would not be necessary.

FIRST DAY

9:00 a.m.	Visiting team meets with teacher education staff, academic department staff members, administrators. Team is introduced by chairperson of visiting team and general orientation to the purpose of the visit is given.
9:30	Dean or department chairperson of college/department of education gives orientation to campus and general welcome. President of institution may be asked to respond. On-campus staff introduced by dean.
10:00	Team chairperson outlines activities two- or three-day visit and releases team for evaluation activities.
10:15 - 12:00	Team evaluation activities
12:00	Lunch together.
1:00 to end-of-day	Team evaluation activities

SECOND DAY

9:00 a.m.	General meeting to discuss progress of evaluation, problems which may have surfaced, and general reorientation to the task.
9:30 - 12:00	Team evaluation activities
12:00	Team members report initial findings to chairperson who will report to institution staff immediately after lunch.
12:30 - 1:30	Luncheon
1:30	General meeting - Team chairperson reports general results of evaluation to staff. This is not a detailed report but should cover major strengths and weaknesses of the program.
2:00	End of visit

SECTION V

FINAL REPORT AND FOLLOW-UP ACTIVITIES

At the conclusion of the on-site visit, the visiting team members will be requested to submit their written reports to the team chairperson who will forward them to the Coordinator of Staff Development for compilation into the final report. The visiting team reports provide the nucleus of the final report. It will also contain a listing of the on-site visitation team members and may include members of the self-study committees. A letter of transmittal to the State Superintendent of Public Instruction will be prepared by the Coordinator of Staff Development. This report will be published by the State Office of Education as soon as possible after the on-site team has completed its work.

Programs Given Tentative Approval

In the event that there are programs which are not fully approved by the visiting team, a revisit may be necessary. The institution is given a reasonable period of time to implement the recommendations made by the evaluation team. For this purpose, the Staff Development Section will utilize the Follow-up Report (SBEU 0389.2) which will list the recommendations in specific program areas requiring action by the institution in order to receive full approval. (See Appendix F.) This report is prepared by the institution and includes their response commitment to effect the recommended changes wherever possible. The report is then sent back to Staff Development Section to be used by those assigned to revisit the institution.

The follow up will include a report on any programs for which a revisit was directed. It will be compiled and published by the Staff Development Section and presented to the Utah State Board of Education in the same manner as the original report.

Summary

To summarize the terminology used in program approval, there are three basic types of action that may be taken by the State Board of Education with regard to each separate teacher education program:

1. Full approval for the next five years with no conditions.

2. Tentative approval based on recommended changes to be implemented and a revisit scheduled at a time mutually agreed to by the Staff Development Section and the institution, but not to exceed two years from the date of the initial on-site visit.

3. Disapproval with an effective date specified after which no further recommendations for certification in that program area will be accepted by the State Board.

SECTION VI

PROCEDURE FOR CONDUCTING COORDINATED NCATE ACCREDITATION/STATE APPROVAL VISITS

As stated in the beginning of this manual, the Utah State Board of Education has adopted a policy of requiring the formal approval of the teacher education programs of the various preparing institutions in the State at least once in each five year period. This involves an on-site visit to the campus of each institution by a team appointed by the State Superintendent which is typically representative of the Utah State Office of Education staff, faculty of other teacher education institutions, practioners from public and private elementary and secondary schools, and staff or members of the organized education profession.

While not bound to the accreditation decisions of outside agencies, the State Board has directed the staff of the Utah State Office of Education to work cooperatively with such agencies as the National Council for Accreditation of Teacher Education (NCATE) and the Northwest Association of Schools and Colleges. While these agencies attest to the overall quality of teacher education of institutions visited, their evaluation has not typically extended to specific program accreditation. NCATE has in the past and is again exploring the question of program evaluation which has been traditionally the exclusive responsibility of the states.

With the cost of preparing for and conducting private accreditation and State approval visits spiraling, teacher education institutions are calling for closer correlation and collaboration in evaluation procedures and among evaluating agencies and groups. The State Board has provided funding for direct costs involved in state approval visits, but the institutions must bear these costs in the NCATE and Northwest Accreditation. Less direct but very substantial expenses, including staff time in meeting and preparing and publishing self-study reports, must be borne by the institution in the case of both state and private accrediting agency evaluations.

In an effort to avoid duplication and conserve time, effort and money, as well as incurring numerous spin-off benefits, it is suggested that the following procedure be utilized for combined state/NCATE evaluations of teacher education programs in the institutions of the state of Utah:

1. A joint on-site visitation team will be appointed with NCATE naming the chairperson, specialist in elementary education, specialist in secondary education (professional component), and specialist in other areas such as school administration and pupil personnel services if these programs are to be valuated. The state will name program specialists in each of the specific areas for which approval is requested, e.g., English, Foreign Languages, Science, Special Education, Instructional Media. Team members will be representative of

state education agencies, faculty of other teacher education institutions, practitioners from public and private elementary and secondary schools, members of the organized education profession, and students in teacher education.

2. NCATE Standards will be used as the basis for evaluating the excellence of the overall programs: Elementary Education, Secondary Education, School Administration, etc. State standards will provide the basis for judging the excellence of specific teacher education programs: homemaking, music, industrial arts, etc.

3. A single self-study or self-evaluation report will be prepared by the institution in a format that will be acceptable to both NCATE and the State.

4. Neither the State Board of Education nor NCATE will be bound by the approval or accreditation action of the other. Each will take action independently on the basis of the reports submitted.

5. A joint visit to each teacher education insitution as described above will be conducted at ten-year intervals to coincide with NCATE procedures, with an interim Five-year visit by a state team (with NCATE representatives if possible) to meet State Board requirements. Non-NCATE accredited institutions will be evaluated under regular State Board procedures at least once every five years.

A coordinated NCATE/State visit may be conducted whereby each would organize a separate on-site team as in totally independent visits. The on-site visit by each team, however, would be scheduled in close proximity, perhaps even within the same week, and a single self-study report would be prepared by the institution as in the combined visit. State procedures would emphasize specific program evaluation with reliance on NCATE findings relative to the overall excellence of the program. Accreditation/approved decisions would be made independently by NCATE and the State.

APPENDIX A

EVALUATION OF TEACHER EDUCATION PROGRAMS

Schedule of Events	When
1. Meeting of teacher education staff and Staff Development Section personnel to plan for evaluation of teacher education program. The meeting will be initiated by the Staff Development Section. Date for on-site visit to be determined at this meeting.	At least six months before on-site visit is to be scheduled. (See Schedule of Visits - Appendix G.)
2. Initial meeting of self-study committees.	As soon as possible after planning meeting between institution staff and Staff Development Section. (Item #1 above.)
3. On-site visit (two or three days).	Date of visit as determined in #1 above.
4. Final report.	As soon as possible after on-site visit.
5. Follow-up activities.	As needed. To be determined by results of final report.

APPENDIX B

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UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

QUANTITATIVE DATA SUMMARY

College _____ Location _____

Date _____ Respondent _____

Enrollment in Specific Programs in Teache Education

Use a twelve-month base period (September through August) for these data. List the number of students completing each type of program during the past year, and those enrolled in the current year ("teaching majors" only).

		Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.1	Agriculture					
3.5.2	Art					
3.5.3	Business					
3.5.4	Driver Education					
3.5.5	Early Childhood Education					
3.5.6	Elementary					
3.5.7	English					
3.5.8	Exceptional Children					
	Emotionally Disturbed					
	Hearing Impaired					
	Mentally Retarded					
	Physically Handicapped					

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	Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.8 Exeptional Children (Continued)					
Visually Impaired					
Learning Disabilities					
Speech Correction					
3.5.9 Foreign Languages					
3.5.10 Health					
3.5.11 Health & Physical Education					
3.5.12 Home Economics					
3.5.13 Industrial Arts					
3.5.14 Instructional Media					
3.5.15 School Librarian					
3.5.16 MAT-type Programs					
3.5.17 Mathematics					
3.5.18 Music					
3.5.19 School Nurse					
3.5.20 Physical Education					
3.5.21 Science					
Biology					
Chemistry					
Earth & Space Science					
General Science					
Physical Science					
Physics					
3.5.22 Social Studies					

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		Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.23	Speech Arts					
3.5.24	Vocational Education					
3.6	Programs for Teacher Developing Qualifications in Additional Teaching Fields					

Chapter IV Advanced Programs		Graduated Last Year	Currently Enrolled
4.2	Advanced Programs for Teachers Holding Initial Regular Certificates		
4.3	Specific Programs for Supervisory and Administrative Specializations		
4.3.1	Supervisors of Instruction		
4.3.2	School Principals		
4.3.3	School Superintendents		
4.4	Specific Programs for Service Specializations		
4.4.1	Guidance Counseling		
4.4.2	School Psychologists		
4.4.3	School Social Workers		
4.4.4	Programs for Other Educational Specialist		
	A.		
	B.		
	C.		

APPENDIX C

SBEU 0389.1-1 UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

College _____ Respondent _____

Program _____ Date _____

BRIEF DESCRIPTION OF PROGRAM
(Use extra sheets if necessary.)

Teaching Competencies Needed for Effective Performance in this Area	Activities, Experiences, and Courses Designed to Develop Each Competency

APPENDIX D

SBEU 0389.1-2 UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

College _____ Respondent _____

Program _____ Date _____

STANDARDS ANALYSIS

In the left-hand column below enter the number of the appropriate Standard from Standards for State Approval of Teacher Education and in the opposite column indicate an analysis of how and the extent to which each Standard is being met.

Standard	Evaluation (How and extent to which each Standard is met)

APPENDIX E

SBEU 0389.1-3 UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

College _____ Respondent _____

Program _____ Date _____

RECOMMENDATIONS

APPENDIX F

SBEU 0389.2 UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

College _____ Responder _____

Program _____ Date _____

FOLLOW-UP REPORT
(Use extra sheets as necessary.)

Recommendation	Institutional Commitment

APPENDIX G

SCHEDULE OF STATE AND NCATE VISITS
TO TEACHER EDUCATION INSTITUTIONS

	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F
Brigham Young University											N S									
University of Utah			S										(N*) (S*)							
Utah State University	S		N									(S)								
Southern Utah State College			J											(S)						
Weber State College	N S*									S										(S)
Westminster College							S											(S)		

S = State Visit
N = NCATE Visit
J = Joint Visit

* = Coordinated
() = Scheduled Visit